DOCUMENT RESUME

ED 221 079 HE 015 215

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TITLE Academic Support Services Programs in Higher Education.
PUB DATE [77]
NOTE 73p.; Not available in paper copy due to marginal legibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Advising; Academic Aptitude; *Access to Education; Basic Skills; *College Students; *Developmental Studies Programs; *Educationally Disadvantaged; Educational Policy; Higher Education; High Risk Students; Open Enrollment; Program Evaluation; School Orientation; Student College Relationship; Student Needs; *Student Personnel Services; Student Recruitment; Tutorial Programs
IDENTIFIERS *University of Wisconsin

ABSTRACT

Programs providing academic support services in colleges and universities and the evaluation of these services are reviewed. Attention is also directed to the need for opportunities in higher education for students with marginal high school academic records, and responses to the need by institutions of higher education. It is suggested that there are new students in higher education who should be admitted on the basis of an open door admissions policy with academic support services programs and without a consequent erosion of quality of education. New students with marginal high school academic records can operationally be defined as scoring in the lowest third among national samples of young people on traditional tests of academic ability. The University of Wisconsin considered the following components vital to academic support services programs: recruitment, orientation, developmental skills programs, academic counseling, personal counseling, tutorial assistance, and monitoring and evaluation. The legislative history of academic support programs currently operating at the University of Wisconsin and at other universities is briefly reviewed: the Talent Search Program, Upward Bound Program, special services for disadvantaged students, and Educational Opportunity Centers. Objectives of the following types of programs are identified: tutorial assistance, academic and special counseling, career counseling, summer orientation, reading and study skills laboratory, writing laboratory, and student recruitment and selection. Recommendations are offered regarding the role of the director of academic support services programs, policy directives to strengthen institutional commitment and administrative support, professional development of faculty members, and ways to meet student needs. A bibliography is appended. (SW)

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Academic Support Services Programs In Higher Education

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INTRODUCTION

The new students of the seventies with marginal high school academic records are not necessarily from minority groups; most of them are also the white sons and daughters of blue-collar workers. Colleges are traditionally geared to serve students with demonstrated academic ability, from affluent, white, middle-class backgrounds. The new students do not fit into this mold, although colleges have tried to serve them. To bridge the chasm, it is cogent to provide and expand academic support services programs in higher educational institutions for students with marginal high school academic records. This effort fosters an awareness of opportunities and responsibilities for more active, creative involvement in the education of the new students on the part of administrators.

The main thesis of this paper suggests that there are new students in higher education, who should be admitted on the basis of an open door admissions policy with academic support services programs without the erosion of quality of education. It should help these students in the pursuit of their education with success. Traditional education has failed them in the past; and, unless substantial changes are made, it will fail them in the future. New students with marginal high school academic records will be primarily students whose performance at academic tasks in the past has been below average. Their scores can operationally be defined in the lowest third among national samples of young people on the traditional test of academic ability. The author discusses the phenomena of this problem with multi-dimensional angles in this paper.

In the history of the American higher education there have been three major philosophies about who should go to college: The aristocratic view is that admission should be based on birth or social standing, the view that it should be based on academic merit, and the view—currently a cause of controversy among educators and in the popular press—that admission should be based upon both merit and egalitarian considerations.

Of course, since the birth of the American republic, the founding fathers like Franklin, Washington, and Jefferson all recorgnized that education linked with a republican form of government would give new power to the people. Youth and adults would be liberated through greater knowledge. Education would make people able to challenge old ways; it would be a force for liberating young minds. Education in America has been the significant force in this direction. Horace Mann wrote in the last and most famous of his twelve annual reports as Secretary of the Massachusetts Board, "Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men - the balance wheel of the social machinery."[1]

During the course of the preparation of this text, the author has considered the pursuit of historical method. The author also depicts in this text observations based on his experience and on his participation in the committees and conferences of academic support services programs. This paper has five parts. The first part deals with the need for

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[1]Massachusetts, Twelfth Annual Report of the Board of Education, together with the Twelfth Annual Report of the Secretary of the Board, 1848. (Boston, 1849), p. 59.

opportunities in higher education for students with marginal high school academic records. The second part sheds light on the responses to the need made by institutions of higher education. The third part is the discussion of programs which provide academic support services all over the country. The fourth part presents the evaluation of these programs. The fifth part comprises the conclusions and recommendations.

PART 1

THE NEED FOR OPPORTUNITIES IN HIGHER EDUCATION FOR STUDENTS WITH MARGINAL HIGH SCHOOL ACADEMIC RECORDS

The accelerating pace of social change, brought about essentially by the unprecedented technological advancement, particularly during the past twenty-five years, has created a new fact of life: education has become a prerequisite to insuring security, productivity, and adaptability within the context of such technological advancement. As Machlup notes:

> If productivity of education is meant to refer to the effects which present educational activities are expected to have upon performance of those being taught and, indirectly, upon the productivity of the economy to which they will contribute, then education can be regarded as investment.[2]

Davis[3], states in his article, "Quality and Inequality: Some economic issues related to the choice of Educational Policy," that there have been extensive efforts put into researching the question of whether education, when viewed as any other investment, is economically justified. This literature views human as a "resource" which, like any other resource, can be improved and made more valuable by investment. The approach which researchers have adopted consists of estimating the costs of education, and this estimate includes both the direct costs to the student in terms of out of pocket expenses and opportunities forgone and the costs which the state might pay to subsidize the education, as well as the "benefits"

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[2]Fritz Machlup, The Production and Distribution of Knowledge in the United States, (Princeton University Press, Princeton, New Jersey; 1962), p. 108.

[3]Charles V. Daly, editor: The Quality of Inequality: Urban and Suburban Public Schools (The University of Chicago Center for Policy Study, 1968), p. 105.

of formal training and study. The benefits are usually, if not always, approximately by the differential in earnings over a lifetime which education has been observed to give. For example, high school graduates can expect to earn more over their life time than can those who only attained a grammar school education. This difference in expected earnings is termed the "benefit" of the high school education. Given that education is viewed as an investment, it makes considerable sense to inquire into the rate of return which is earned on that investment. Although some profound questions are raised by the fact that the more naturally gifted persons tend to continue to remain in formal study, as opposed to dropping out of school, at each stage of the process, all of the studies agree that the measured "on-the-average" rates of return are astonishingly high for each of elementary, secondary and university education. There is even some evidence that these rates have been increasing over time. For example, Becker also estimates, "that the rate of return on a high school education (without college) was 16 percent in 1939, 20 percent in 1949, 25 percent in 1958, and 28 percent in 1959."[4] It makes it clear that college educated people get better jobs that provide higher status and more income.

> "Vocationalize Liberal Education," Bell says that, "I feel that the college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself." Bell told the annual meeting of the council of small private colleges in Washington, "Today we in Education must recognize that it is our duty to provide our students also with salable skills."[5]

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[4]Gary S. Becker, Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (New York: National Bureau of Economic Research, 1964), p. 128.

[5]Richard Hagan, Editor: Higher Education Daily (Published by The Education New Services Division, Capital Publication, Inc., Washington D.C., January 15, 1975), Vol. 3, n. 10, p. 2.

With this view, it is widely held that the expansion and the establishment of academic support services programs are needed to educate a large number of students with marginal high school academic records. It is sufficient to note that to the extent that schooling increases the future earnings of students, it has the attributes of an investment, that the contribution of education is multidimensional, serving at any given time social, political, and other purposes.

Those who go to college without adequate preparation (with marginal high school academic records) often find it difficult to succeed. Many become frustrated as a result of poor grades and inability to compete in the academic mainstream with their more sophisticated peers. Many eventually drop out of college after spending a semester to a year. In many instances they never return and for all practical purposes never stand to receive economic and social benefits of a college education. This is a poor investment any way one looks at it, and it should be avoided whenever and wherever possible. Institutions of higher education should strive to provide opportunities to assist these student to succeed.

The freshman year is a very significant one for each student. It is the starting point of a student's higher educational experience. The loneliness and the homesickness can be important reasons for dropping out in the freshman year. At this point, these students need enhancement of their self-image, an opportunity to form judgements; and relating these judgements to themselves should be stressed in their classes. In this respect, various self-concept or self-esteem studies have been done to show differences in higher scores on the moral and social values scales. Klingelhofer and Hollander describe such studies:

> Finally, Hall (1968) appraised Community College students, classified according to SES students of Mexican-American background, dominated

> the lower socioeconomic group. On the California Inventory of Self-Appraisal, one of the devices used in the comparisons, the middle-class group had a higher self-concept than the lower group, who, in their turn, displayed higher scores on the moral and social values scales. Middle-class nonachievers had significantly higher scores on moral and social values scales. Middle-class nonachievers had significantly higher scores on the peer relationship self-concept, and interest pattern scales than other groups, while lower-class nonachievers had high moral and social value scores. The various measures of self-concept or self-esteem used in this group of studies may be useful to predicting academic achievement in either disadvantaged or general populations. The ability to differentiate high from low-achieving students that these scales manifest, indicates that a favorable self-concept is an element in educational attainment and its betterment a legitimate concern of all who share in the responsibility for the education of students at all levels.[6]

Klingelhofer and Mollander further describe the meaning of the self-concept that:

> Most of the writers who have tried to describe the new student agree that he or she manifests what is variously termed as a negative or low self-concept, self-esteem, self-image, self-regard or self-identity. This quality, however designated, is said to be closely associated with feelings of lack of self-confidence, worth, dignity, or assurance, a sense of inferiority, self-hatred, self-rejection; and anxiety and fear of failure in the academic setting. The new student is "a stranger and afraid in a place he never made (Pearl, 1972)". These writers see the amelioration of these feelings, considered a major obstacle to the academic success, as a serious problem and paramount responsibility of the institution of higher education.[7]

To overcome this obstacle for new students, it is essential to establish academic support services programs which can create in them a positive and realistic conception of their abilities in the world of higher learning. Students need to be able to see the structure and interrelations of knowledge so that they may begin the process of forming

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[6]Edwin L. Klingelhofer and Lynne Mollander, Educational Characteristics And Needs of New Student: A review of the Literature (Center for Research and Development in Higher Education, University of California, Berkeley, 1973), p. 51.

[7]Ibid., p. 33.

judgements on their own to see the relevance of higher learning to the quality of their own life, and to see that life in relation to new kinds of judgements they now make. Doing so will improve their self-image. The curriculum with diversity will be one of the approaches used to build the image.

The retention of these new students with marginal high school academic records is inevitable so that they can complete their education. They face many hindrances like those Astin describes:

> The most "dropout-prone" freshmen are those with poor academic records in high school, low aspirations, poor study habits, relatively uneducated parents, and small town backgrounds. Dropping out is also associated with being older than most freshmen, having Prostestant parents, having no current religious preference, and being a cigarette smoker. Among freshmen women, those who are either married or have marriage plans are also more likely to dropout, although among male freshmen being married at the time of college entrance is related to persistence.[8]

[8]Alexander W. Astin, Preventing Students from Dropping out (Jossey-Bass Publishers, San Francisco, Washington, London, 1975), p. 45.

Astin presents in his follow-up questionnaire this list of his twelve reasons, with the percentages of men and women dropouts:[9]

TABLE 1

	Men	Women	All students
Boredom with courses	36	25	32
Financial difficulties	29	27	28
Some other reasons	31	24	28
Marriage, pregnancy, or other	11	39	23
Family responsibilities Poor grades	28	14	22
Dissatisfaction with requirements or regulations	24	20	22
Change in career goals	19	20	19
Inability to take desired courses or programs	12	9	11
Good for job offer	10	6	9
Illness or accident	7	7	7
Difficulty commuting to college	3	3	3
Disciplinary troubles	2	2	2

[9] Ibid., p. 14.

In this respect, Crossland presents the data which is indicator of underrepresentation of minority freshmen (mostly with marginal high school academic records), in 1970[10]:

TABLE II

Black Americans	132,000	6.6%
Mexican Americans	180,000	0.9%
Puerto Ricans	8,000	0.4%
American Indians	2,000	0.1%
Sub-total	160,000	8.0%
All others	1,840,000	92.0%
	2,000,000	100.0%

Crossland further identifies six barriers to higher education for minority students with marginal academic high school records:

1) The test barrier
2) The barrier of the poor preparation
3) The money barrier
4) The distance barrier
5) The motivation barrier
6) The racial barrier

Astin suggests the need for opportunities in higher education for students with marginal high school academic records thus:

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[10]Fred E. Crossland, Minority Access to College, A Ford Foundation Report (Schocken Books, New York, 1971), p. 19.

A number of mechanisms are available to most institutions to bring about greater student participation: academic programs, admissions, freshman orientation, counseling and advisement, financial aid, work opportunities, extra curricular activities, and housing and student services.

The possible intervention techniques are numerous: tutoring, programmed instruction, special courses for developing study skills, and self-spaced learning among others. Institutions can, with relatively little investment of resources, carry out controlled experiments on a limited scale to identify the most promising approaches: with well-designed studies, the more effective techniques in raising students' performance can be identified with a short time - say, within one term after initiating the study.[11]

In his article, "Who Should Decide Who Goes to College?", Wayne E. Morse quotes Dr. Kenneth E. Young (a former President of Cortland of the State University of New York and now with The American College Testing Program) to the same effect, Dr. Young calls attention to the fact that the higher education of the present and of the future calls for a re- definition of the term "higher education." The term "higher education" should denote all the educational activities that are immediately post secondary in nature, plus those that serve the educational needs of adult populations. If our institutions of higher learning are going to meet the needs of society in their answer to the question, "Who should go to college?", they must give consideration to the issues which Dr. Young raises in the following quotations from his letter:

1. As a first step, this nation must, in its policy considerations, redefine the term "higher education" to include all educational activities that are of a post secondary nature or that serve adult populations. Such a step would:

   A. Acknowledge the fact that education, in terms of the people affected, truly is America's major enterprise. More than half of the people in our nation are in school receiving an education for their roles in life or are in retirement

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[11] Ibid., p. 148.

and requiring some form of education for this new kind of living. In addition, much of the working portion of the population needs (and increasingly receives) continuing education of a variety of kinds to assist them in adjusting to demands of a rapidly changing technological society.

B. Recognize the existence and importance of the "invisible" higher educational apparatus in America - the formal educational activities performed by business and industry, labor unions, churches, and the various levels of government, particularly the federal government, (For example, see Quattlebaum Report, 1968.) the educational impact of proprietary institutions alone is little appreciated.

C. Clarify, in the light of the above, the role of the traditional school and college. Their primary task, it must be increasingly recognized, is to assist the individual to prepare for a life of learning. Students should be in school, in other words, "to learn how to learn." The major goal of the formal school should be to produce persons who can adjust to new situations, learn new techniques, acquire new information, and solve problems. The college and university should provide students with the opportunity to engage in self-directed study, applying these skills and abilities within the context of the various academic disciplines and professions.

2. Given the above, this nation's priority should be to achieve universal higher (post secondary) education for all who desired it, at least through the equivalent of the fourteenth grade. Such an effort must recognize the great variety of useful talent (academic talent being only one) in our population.

3. The next priority, in all logic, must be to preserve and strengthen the diversity of American higher education. Talk of universal education and "open admissions" makes sense only if there are many kinds of institutions with varying goals, curricula, emphases, clienteles, and sponsorship.

4. If America's multi-system or "systemless" apparatus for higher education is to work in the best interest of the individual society, high priority attention must be given to providing adequate counseling, guidance and evaluation, and appropriate data in the schools. Each student should have the opportunity and the necessary assistance to determine his own interests and talents and to assess the educational and career avenues open to him.

5. Finally, the thorny problems of financing higher education should receive major attention. There have been many conferences, reports and proposed legislation on such matters as revenue sharing, tax

credits, student loan banks, etc. But one cannot help but be struck by several facts: (a) only a handful of people are familiar with most of the literature, ((b) the implications of the various proposals have not been adequately researched or sufficiently discussed, and (c) the important underlying assumptions (who should be educated? Who decides and how? Who should pay for education?) have not received the thorough examination that they demand."[12]

In spite of the redefining role of higher education, there is still a traditional protest in defending liberal education, Many educators believe that higher education should not include remedial education and academic support services programs. The author derives this observation from personal interviews and discussions with some of the faculties at the University of Wisconsin, Whitewater, Wisconsin. However, Peter Cleak (who teaches in the Comparative-culture program at the University of California at Irvine) expresses the following views on this issue in his article "In Defense of the Liberal Myth,"

> Having cast aside expectations of limitless abundance, we now recognize that no amount of education, by itself, will root out social classes, either in capitalist or socialist societies. Once enacted, however, universal higher education may lead to an equally welcome diminution of the perceived importance of the remaining inequities of status.
>
> It is too late to turn back in any case. As long as nearly everyone lacked higher education, it was possible to pursue a qualified egalitarianism without it. Having launched the most massive system of higher education in history, however, we cannot leave the task half completed (in a generous view), and still retain a convincing contemporary version of the egalitarian ideal."[13]

In this respect, Dr. Claude Eggertsen makes the following prediction:

> That these and other forces in support of a larger and less selective enrollment will in the long run lead to even greater freedom to

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[12]Philip R. Rever, Editor. "Open Admissions And Equal Access," (The American College Testing Program, Iowa City, Iowa, 1971), pp. 8-9.

[13]Corbin Gwaltney, Editor, "The Chronicle of Higher Education," (1717 Massachusetts Avenue, N.W. Washington, D.C., November 22, 1976), p. 24.

enter college and toward a still wider range of fields of study seems clear, even though it is argued by some that the current demand for the education of more of the most able of our young people at the university level will lead to pressures for a greater rigor in admission requirement and for a greater devotion to the respected fields of study, especially in the sciences. Even if one adds to this argument that college entrance examinations, especially those used in conjuction with new philanthropic and government scholarship programs, are now used more than before, it is the conclusion of the writer that the decisive forces favor easier access to expanding opportunities in education in the decades ahead.[14]

The Carnegie Commission report on higher education of March 1970 recommends access to universal education and presents "An Equal Opportunity Checklist" for the academic community that implies firm backing for academic support services programs:

1. Have other programs at institutions with similar selectivity, academic environments, and educational objectives been studied for strengths and weaknesses?

2. Are considerable numbers of students, faculty, and administrators willing to reexamine and restructure traditional institutional and individual procedures and priorities?

3. Have both white and nonwhite members of the alumni association, student body, governing board, faculty, community, and administrative and non-academic staff been informed and consulted about the institution's move to help eliminate deprivation of equal educational opportunity?

5. Are recruiters encouraged to present a realistic appraisal of the campus situation, including the scope and the nature of the institution objectives and resources? Are minority students used aserecruiters?

6. Have the requirements for additional, financial, and psychological support for a portion of the educationally disadvantaged students been discussed and met?

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[14]Dr. Claude Eggertsen, "Shall It Be College For Everybody," (School of Education Bulletin, University of Michigan, Ann Arbor, February 1958), Vol. 29, n. 5. p. 69.

7. Will each student with an educational disadvantage receive the commitment of compensatory resources necessary to enable him to engage in standard course work within two years?

8. Can the community be involved in contributing financial resources and providing non-academic support mechanism for minority students on the campus?

9. Will there be programs, facilities, resource persons, and funds available for the recognition of the particular ethnic heritage of minority groups?

10. Have the campus and the local community been prepared for the language, dress, and social customs, of new ethnic groups - just as these new students have been (or should have been) prepared for the values and customs of what has been the dominant academic culture?

11. Are there administrators with the training and flexibility to provide adequate assistance? Will they be able to modify attitudes and increase understanding on the campus and in the community? Can they encourage and develop in themselves and in the students an ability to work out reasonable solutions?

12. Are there faculty members sufficiently versed in the problems and needs of students from new ethnic groups to serve as faculty advisors? Are others willing to learn?

13. Will persons from diverse ethnic backgrounds be available in the community and on the staff as "role models"?

14. Are there persons either of the ethnic minorities or well accepted by them already on campus who can and will serve as resource persons or as coordinators of programs?

15. Are there persons aware of, and in touch with the variety of ethnic experiences?

16. Will health, food, recreation and living facilities be available which acknowledge and are appropriate to the needs and habits of diverse social groups?

17. Are places of worship for the denominations or religious heritage of minority groups readily accessible, or will transportation be provided if these places are available only at some distance?

18. Are a number of persons trained, prepared, or willing to learn how to handle ethnic conflicts which may arise, either from a sense

on the part of the majority that they are being neglected because of special attention to the minority, or from a sense on the part of the minorities that they are being submerged in the life of the majority?[15]

These points are guiding steps to develop academic support services programs for students with marginal high school academic records.

Academic support services programs for students with marginal high school academic records are considered to be programs of an academic nature. They are designed to enhance the new students' ability to learn and compete in the institutions of higher education. The University of Wisconsin, (Report on Task Force on Academic Support Programs), considered the following components vital to academic support services programs:[16]

1) Recruitment

2) Orientation

3) Developmental Programs
   A. Assistance in developing reading skills
   B. Assistance in developing writing skills (writing laboratory)
   C. Assistance in developing study skills (planned study sessions with arrangement for feedback)

4) Academic counseling - Appropriate course selection and registration procedures.

5) Personal counseling

6) Tutorial assistance

7) Monitoring and evaluation

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[15]Clark Kerr, Chairman, A Chance To Learn, An Action Agenda For Equal Opportunity In Higher Education: (The Carnegie Commission On Higher Education, March 1970, McGraw-Hill Book Company, New York), pp. 21-23.

[16]Board of Regents, University of Wisconsin, "Report of The Task Force On Academic Support Programs." (University of Wisconsin-Madison, May 1974), pp. 6-7.

The author reviews the legislative history in brief of academic support services programs which are currently in operation at the University of Wisconsin and at other universities.

LEGISLATIVE HISTORY

1. Talent Search

Educational Talent Search seeks to encourage and assist students with financial and cultural needs to learn about educational and career options available and about financial aid resources to secure that educational future.

The Talent Search Program was created by section 408 (a) of the Higher Education Act of 1965, as a recruiting mechanism to identify students who would be eligible to receive educational opportunity grants authorized by the same legislation.

(1) The Original Objectives of the Program:

The original objectives of the program were: a) to identify qualified youths of exceptional financial need and encourage them to complete secondary school and to undertake postsecondary education training; b) to publicize the existing forms of student financial aid; and c) to encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs, including postsecondary school programs. The legislation designated eligible sponsoring agencies to include state and local educational agencies and other nonprofit organizations.

The Higher Education Amendment of 1968 broadened the range of eligible sponsoring agencies for Talent Search Projects to include such institutions, as well as public and private nonprofit agencies and organizations (including professional and scholarly associations), and

public and private agencies and organizations. The 1968 amendments also modified the definition of persons eligible for Talent Search Services from "qualified youths of exceptional financial need" to "qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training." Consequently, the participation criteria shifted from solely one of "income to one that included need within a context of "exceptional potential" for postsecondary education.

The Education Amendments of 1972 (P. L. 92-318) removed the $100,000 project funding limitation and added as eligible funding agents both institutions with vocational and career education programs and, in exceptional cases, secondary schools and secondary vocational schools.

(2) Upward Bound

Upward Bound directs its activities toward the students who are unaware of their academic potential, and who lack both the motivation and the academic and personal skills necessary to successfully pursue postsecondary education, seeking to correct specific deficiencies and to prepare these students for postsecondary enrollment.

The Upward Bound Program originated from pilot projects funded during the Summer of 1965 with private funds from the Carnegie Corporation and research and demonstration funds for experimental programs from the office of Economic Opportunity. The pilot projects were designed as Summer units for low-income students who would enter college the following September, but were in need of intensive college preparatory programs.

As the results were analyzed, the office of Economic Opportunity decided that a year-round program was needed to meet the special needs

of disadvantaged students preparing for college, including both residential summer and academic year follow-up activities, and extending service to students through the two or three years prior to high school graduates who could be characterized as "academic risks." The new program was subsequently authorized as a national program under the 1966 amendments of Economic Opportunity Act, becoming a component of the Community Action Programs in the Spring of 1966.

The Higher Education Amendments of 1968 transferred the Upward Bound Program from the office of Economic Opportunity to the office of Education and established certain specific requirements for the program. Individual projects were required to: effect arrangements to assure cooperation between institutions of higher education and secondary schools; provide health services for all participants; provide limited stipend payments up to a maximum cost-per-student of $1,800 per annum, with the Federal share of expenditures limited to a maximum of 80 percent of total program costs ($1,440 per student).

The Education Amendments of 1972 removed all of the requirements cited above except for the maximum limitation on stipends. Removal of the non-federal share requirements and the cost-per-student ceiling increased the federal cost to 100 percent.

(3) Special Services for Disadvantaged Students

The program of special services for disadvantaged students focusses on postsecondary students enrolled or accepted for enrollment in a variety of institutions who are in need of remedial and support services to enable them to enter, reenter and successfully sustain a program postsecondary education.

The Higher Education Amendments of 1968 amended Section 408 of the Higher Education Act of 1968, to provide a program of special services for disadvantaged students in college. The program was intended to provide remedial and other special services for students with academic potential who are enrolled or accepted for enrollment at higher educational institutions receiving funding to supportisuch program activities. Eligible participants are defined as students who, by reason of deprived educational, cultural, or economic background, or physical handicap, or in need of such services to successfully pursue a program of postsecondary education.

The 1968 legislation authorized projects to provide such specific types of activities as "(A) counseling, tutorial, or other educational services, including special summer programs, to remedy such students' academic deficiencies, (B) career guidance, placement, or other student personnel services to encourage or facilitate such students' continuation or reentrance in a higher education program, or (C) identification encouragement, and counseling of any such students with a view to their undertaking a program of graduate or professional education." Initial-year funding procedures were established in the Spring of 1970, and the program became operational on July 1, 1970.

The Education Amendments of 1972 omitted reference to any specific activities and defined the program as simply "remedial and other special services for students with academic potential" enrolled at most institutions.

The recently enacted P. L. 93-380 (Elementary and Secondary Act) amends the Special Services for Disadvantaged Students Program to include provision for students of limited English speaking ability enrolled in

postsecondary institutions. The legislation requires a program of English language instruction, bilingual instruction, tutoring, and counseling and guidance for students who have difficulty in understanding instruction in the English language.

(4) Education Opportunity Centers

The Educational Opportunity Centers have specific goals of improving the college-going rate of the residents of an identified area and of improving the retention rate for the students enrolled at postsecondary institutions within the immediate range of that area.

The Educational Amendments of 1972 further amended the Higher Education Act of 1965, to establish Educational Opportunity Centers in areas with major concentration of low-income populations to provide, in coordination with other applicable programs and services: a) information with respect to financial and academic assistance available for persons residing in such areas desiring to pursue a program of postsecondary education; b) assistance to such persons in applying for admission to institutions at which a program of postsecondary education is offered, including preparing necessary applications for use by admission and financial aid officers; and c) counseling services and tutorial and other necessary assistance to such persons while attending such institutions. The centers will serve as recruiting and counseling pools to coordinate resources and staff efforts of institutions of higher education and of other institutions offering programs of postsecondary education, in admitting educationally disadvantaged persons. Grantees, if engaged in such activity prior to receipt of federal funds, are required to maintain their prior level of effort. The federal share of establishing and

operating such centers is set at a maximum of 75 percent of total program costs. Twelve pilot projects have begun operation during 1974-75.

The Office of Education did receive a special appropriation in 1972 to develop Special Veterans Talent Search/Upward Bound projects to aid those veterans who have been unable to take advantage of the educational benefits of the GI Bill to enroll in postsecondary education by employing the Upward Bound technique with this group of disadvantaged citizens.

These legislative acts help to provide and to establish programs for students who have marginal high school academic records. Eventually, a rapidly changing world situation, significant changes in our economy, and the momentum of the civil rights struggle, supported by the Act of 1954 and Supreme Court decisions have brought changes in educational institutions of higher education.

The idea of open-door policy in admissions will be of significant importance for students with marginal high school academic records. The phrase "open admissions" suggests the absence of any standard of academic performance in determining the admissibility of a prospective student. The idea of open door admissions policy is controversial today. K. Patricia Cross expresses her observation on this issue, as follows:

> The sign of the times is illustrated by a head line (Time 1970) reading: "Open Admissions: American Dream or Disaster?" At the same time that the formerly selective, tuition-free City University of New York was instituting egalitarianism by throwing open its doors to all 1970 New York city high school graduates, regardless of academic qualifications, the 1970 President's Task Force on Higher Education was embracing meritocracy and attempting to clear away the last vestiges of the aristocratic era by recommending financial aid to students of all races who have the desire and ability to profit from post-high school education." John Gardner has asked, can we be equal and excellent too? Can egalitarianism and meritocracy coexist? What happens to the value of the college

> degree when everyone has one? Is there some fixed concept of "college" that permits us to say who should attend? Should higher education serve those who can profit from traditional offerings, or is there an obligation to change the offerings to meet the needs of those who wish to attend college?[17]

The idea of guaranteed admission to a tax-supported college or university for all high school graduates is not new in America. It was adopted generations ago in some of the more highly developed State University Systems of the Midwest, as well as California, home of perhaps the most advanced State University Systems in America. Bernard Bard writes in his article "College For All: Dream or Disaster" that:

> Critics of open admissions opened fire before the program began, warning that it was a "hoax" and a political sop to militants. Such criticism continues today, with assertions that it is a lie to claim that the level of academic work has not suffered.
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> In the Spring of 1970, then Vice-President, Spiro Agnew warned that New York was:
>
> Trading away one of the intellectual assets of the Western World for a four-year community college and 10,000 devalued diplomas." He said that, at city university and at other institutions, "unqualified students are being swept into college on the wave of the new socialism.[18]

K. Patricia Cross suggests that success of the open-door policy for students with marginal high school academic records has been contingent upon establishing academic support services programs according to the interest of these students. Wayne L. Morse stresses on this issue that:

> I fear society will suffer great losses if these potential students are not given the opportunity after high school to prepare both for better citizenship and better job opportunities. Many of them are "educationally reached" by receiving such an opportunity in

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[17]K. Patricia Cross, "Beyond the Open Door" (Jossey-Bass Inc., Publishers, San Francisco, Washington, London, 1974), p. 4.

[18]Stanley M. Elam, Editor, College For All: Dream Or Disaster? (Phi Delta Kappan, February 1975), p. 391.

two-year postsecondary institutions. An open-admissions policy will open more college doors to many young people who now are "college lockouts." Many of them can be stimulated to further endeavor by liberal arts courses combined with vocational training. I am told that after a year or more many of them decide to complete a four-year liberal arts course.[19]

Frank Newman[20] also emphasizes this issue:

To close the gap between public philosophy and educational performance, the national concern must move beyond a focus on access to a concern with the effectiveness of the educational process in relation to the individual.

Mr. Newman considers not only that universal educational opportunity is insufficient but that there must be some academic support programs for new students.

The author advocates that more academic support services programs, as mentioned in this paper, will be needed to assist these students with marginal academic high school records in navigating the pathways of higher education.

In the judgement of the author, institutional commitment is the hub in the institutions of higher education for academic support services programs.

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[19] Ibid., pp. 13-14.

[20] Frank Newman, The Second Newman Report: National Policy And Higher Education, (The MIT Press, Cambridge, Massachusetts, and London, England, 1973), p. 4.

PART II

Responses To The Need Made By Institutions of Higher Education

Sir Winston Churchill said, "There is nothing wrong with change, if it is in the right direction." This comment is relevant to American Higher Education, which has been the fountainhead of societal change since its inception. Education in America is in the stage of universal access to higher education. The current transition to universal access to college involves the guarantee of a place for every high school student who wishes to enter higher education, the introduction of more remedial work, and the adaptation to the interests of new groups of students. American Education is committed to the education for all which is inherent in the democratic system of government. Martin Trow[21] reports his ideas in his article "Reflections on the Transition from Mass to Universal Higher Education", that to consider American higher education today with any degree of detachment, we are struck by a paradox. On the one hand, the system seems to be in serious trouble and perhaps even in crisis. Almost all major universities and many others as well have been the scene of student disturbances and even insurrections. Events at Berkeley and Columbia, at Harvard and San Francisco State, have become national news; on many other campuses militant blacks and whites and dissident faculty confront their university's authority with bold demands, threats, strikes, and sit-ins. On the other hand, if looked at from another perspective, and especially from a European perspective, American higher education is successful and thriving, and indeed, provides the model for educational reforms in almost every European country. American research

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[21] Stephen R. Graubard, Editor, The Embattled University, (Daedalus, Journal of The American Academy of Arts and Sciences, Harvard University, Cambridge, Massachusetts, Winter 1970), pp. 1-2.

and scholarship make contributions to every field of learning and dominate many. In applied science and technology, America is the envy of the world. The Americans have worked out a close association between business, universities, and the government which has never been perfected nor successful in any European country. The American universities are deeply involved in the life of society and contribute much to the efforts to solve its problems from social medicine to the inner city. And finally, this sprawling system of some 2500 colleges and universities enrolls over 40 percent of the age grade, over 50% of all high school graduates, and those proportions are steadily rising. In some large states like California, where roughly 80 percent of high school graduates go on to some form of higher education, our system of mass higher education begins to be very nearly universal.

This table is the indicator that American education is leading other countries:

TABLE III

Percentage of Age Group 20-24 Years Enrolled in Higher Education in Twelve Countries

Country	1965 (Percent)	Country	1965 (Percent)
Austria	7.5	Netherlands	14.3
Canada	8.6[c]	Norway	7.3
France	14.1[a]	Sweden	11.1[d]
Germany	8.9	United Kingdom	8.5
Italy	7.7	USSR	11.8[b]
Japan	14.6[c]	U.S.A.	23.9[c]

a = university only

b = includes evening and correspondence students

c = Age-Group 18-24 years (Canada, U.S.A., Japan)

d = universities and degree-granting institutions only[22]

[22]Frederick Mosteller and Daniel P. Moynihan, Editors, "On Equality of Educational Opportunity, (Random House, New York. 1972), p. 58.

Sources: "Access to Higher Education in Europe," UNESCO Conference Report, Vienna, November 2-25, 1967, Publishing UNESCO, Paris, 1968.

Newman[23] indicates the response of institutions of higher education in his report that a continual rise in the rate of college attendance, to the point where more than 50 percent (and in some states more than 70 percent) of young Americans enter some institution of higher education.

The development of community colleges, which now enroll over two and a half million students.

The response in the 1960's to the needs of minorities, almost doubling their enrollment since 1967.

The opening of new institutions focused especially on the needs of the least advantaged, including those based on newly noticed ethnic groups.

The decision of the City University of New York in 1970 to provide open access to institutions beyond the community college level.

The establishment of open universities to create new opportunities for students unable to attend a conventional campus.

A shift of public interest in student aid from a concern solely with students of high academic ability (through programs such as the National Merit Scholars) to a concern with helping those in economic need (through programs such as Educational Opportunity Grants).

New federal legislation entitles all young Americans to financial assistance for postsecondary opportunities.

Almost every college and university, whether public or private, is involved in programs and contracts, supported by federal funding, including student loan programs, loans for building, and research grants. Such support for the academic support services programs is conditional upon meeting certain legal requirements included in the Civil Rights Act of 1964. Students who

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[23] Ibid., p. 3

attend institutions of higher education with marginal high school records come from diverse ethnic groups. These students are provided adequate financial help, remedial and tutorial help to remove or reduce skill deficiencies, supportive counseling help, and open door admission by waiving regular admissions requirements.

The increased enrollment of social and ethnic minorities is obvious. This influx has caused dramatic changes in college curricula, financial aid practices, admissions standards, and other rules and regulations. There is also a change in the system of governance. Campus power is now more likely to be earned than ascribed.

The increased involvement of state and federal agencies in the operation of the colleges and universities is also having a visible impact on their shape and direction. A number of agencies are concerned with the compliance of civil rights legislation and colleges and universities have already changed considerably. Student life regulations and living codes have been changed. Moves toward more personalized counseling and more responsible living arrangements have occurred in the large multi-universities as well as in small residential colleges. Institutions such as Michigan State University, the University of California at Santa Cruz, and many others have initiated living-learning arrangements. Experimental colleges place heavy stress on close contact, faculty contact, more individual responsibility for developing a program of studies, more reliance on nature, living-learning arrangements, and generally, more personal responsibility for education.

Louis C. Vacaro notes:

> After the dust of the present revolution has settled, our colleges and universities will bear little resemblance to those of the 1950's. In a sense, America stands at the

> threshold of unprecedented change and challenge. To ignore the opportunities for redefinition of our social and educational institutions is to invite moral backsliding.[24]

The City University of New York is the first to start an "open admissions program with tuition free and with academic support services programs."

Bard[25] presents this data on CUNY. Perhaps a more meaningful data emerged during the first commencement of open admissions' students in June, 1974. Only something more than 10% of those accepted into senior colleges four years earlier appeared to be graduating; City College, for instance, graduated only 110 open admissions' students out of a 1970 freshman class of about 900. Many university officials said that students required remedial help, and that it was unrealistic to expect them to complete their work in four years.

CUNY Chancellor Robert J. Kibbee freely predicts that final figures will show two-thirds of the first class of open admissions' students -- excluding those who would normally have gained admission -- will drop out before getting a college degree. But he is not disheartened: "Even if only 15% or 20% of those ordinarily would never have gotten a chance to go to City University to obtain degrees, I would regard that as a significant accomplishment," says Kibbee. "After all, we are talking about human lives."

If there is a failure in the success of new students, this indicates the deficiencies in the programs of academic support services. Programs can be restructured and can be changed to make them more viable. Bard notes:

> The Board of Education, which runs the public schools of New York, and the Board of Higher Education, which runs City University, say they are developing new working agreements to improve student preparation for open admissions. Under consideration are: Establishment of

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[24] Ibid., p. 389

[25] Ibid., p. 391

a tutorial program in which thousands of college students preparing for teaching careers at CUNY would come into the public schools to give pupils individual help. Creation of summer programs at CUNY campuses for high school students who either need remedial help in reading or math or who want to take advanced courses. An exchange of faculty members for limited periods and for special purposes between high schools and colleges. Also under action is the possible "adoption" of some high schools by CUNY colleges, which would run them and try to improve the schools' academic achievement levels. The City University has announced plans for an experimental five-year "middle college" that would combine the last three years of high school with two years at La Guardia Community College in Queens.[26]

The University of Massachusetts Center for Urban Education has developed many programs to help students with marginal high school academic records. Reporting on this program, M. Peele notes:

> The Center's new design for higher education envisions the University as a catalyst for positive change, working closely with the local school systems and communities to effect desired educational changes for all concerned. The concept remains viable, not only in the face of financial and political pressures on universities and educational districts with less money to go around, with a slowdown in demand for new teachers, and with the still-present crucial needs for more responsive educational structures, only a system of shared resources and cooperative inputs can succeed.[27]

In their revised report of June 11, 1976, the Board of Regents of the University of Wisconsin System made this commitment:

1. Institutional uses of funds allocated in 1976-77 under the legislation appropriation for development of support services for minority/disadvantaged students shall be limited to the following uses:

   (a) Pre-collegiate summer programs for minority students designed to provide counseling and advising, and academic programs to enhance success rates for the students thus serviced.

   (b) Tutorial services, student recruitment, student program planning, academic advising, financial and personal counseling, services for educationall disadvantaged students of all ethnic groups but with particular attention to the availability and the use of such services by minority students.

   (c) Advising and counseling services for regularly admissible minority students aimed at improving academic success rates, and broader distribution of education objectives.

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[26] Ibid., p. 395

[27] Ibid., p. 401

2. The UW System shall develop Decision Items stating goals and objectives for additional allocations to support services for minority students, and should seek additional support in 1977-79 biennium for those service expansions judged to be essential to the fulfillment of system and institutional goals; within which there may be emphasis on expansion of cooperative efforts with other primary and secondary systems' section of the state's educational system.[28]

Due to this policy, "In Fall 1975, 5,505 of the System's enrollment of 143,740 (3.8%) were minority group members. Reaching a target of 9,000 by Fall 1981, would require a 64% increase over a five-year period, an average annual increase of about 13% per year. Between Fall 1971, and Fall 1975, minority enrollment increased about 73%, at an average annual growth of 18%.[29]

Davis, Burkheimer, and Borders-Patterson report the response in the institutions of higher education for academic support services programs for students with marginal high school academic records that:

In the first year of the new program, 1970-71, 121 projects were approved and supported with a $10 million appropriation. It was estimated by USOE that some 30,000 disadvantaged were directly affected. In the second year of the program, 1971-72, a $15 million appropriation was used to support 190 Special Services Projects affecting an estimated 51,500 disadvantaged students. Of the initial 121 projects, 110 were continued in the second year, involving both new freshmen and continuing sophomores. The remaining 80 represented new projects in their first year of operation in 1971-72, and they were directed toward entering freshmen. Some of the students participating in Special Services Projects in the first and subsequent years were alumni of Talent Search and Upward Bound, while others met the operational criteria of members of the family within the national

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[28] The University of Wisconsin System, The Report to the Board of Regents of the University of Wisconsin From Regent Ad Hoc: Committee for Minority and Educationally Disadvantaged Students, June 1976, pp. 7-8.

[29] Ibid., p. 4

poverty criteria.

In the third year of operation of special services, 1972-73, 208 projects were funded at the support level of $14,175,000 involving an estimated 48,700 students. In this year (as the evaluation study reported herein was begun), 100 projects were funded in both the first and second year were continued; 74 projects funded for the first time in 1971-72 were continued; and 34 projects were funded for the first time in the 1972-73 school year.

Hence, there has been a modest expansion of the original effort, and by and large, the projects would appear to have enjoyed continuity of acceptance at the institutional level and of support at the federal level.[30]

In response to the need made by institutions of higher education for students with marginal high school academic records by establishing academic support services programs, these questions are important to note:

1. What is good for academic achievement motivation as a middle-class phenomenon? Is it applicable to generate this motivation for students with marginal high school academic records?

2. Also, given the possibility that ethnic culture components control to some extent the characteristic responses to a given stimulus, are there variations in the most effective interventional strategies for the different sub-groups?

3. What, indeed, are the support strategies, and what forms do they take in different kinds of higher education climates? What strategies appear most effective, and what personal, programmatic, or institutional factors moderate their effectiveness?

4. What is the attitude of the host institutions toward the enrollment of these students and the support programs? What is the attitude of

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[30] Julius A. Davis, Graham Burkheimer, and Anne Borders-Patterson, "The Impact of Special Services Programs in Higher Education for 'Disadvantaged' Students", (Educational Testing Service, Princeton, New Jersey, June 1975) Chapter 1, pp. 1-3

other students, faculty, and administrators toward the programs and their students? What changes, if any, may be directed in institutional policies, curriculum, or climate? Is there any evidence that these programs are changing the face of higher education or that these programs are being influenced by traditional mechanisms of the host intstitutions?

As K. Patricia Cross notes relevant to the above factors:

> To date, we have concentrated on making New Students over into the image of traditional students, so that they can be served by traditional education. Our concern has been the creation of access models to education. We have devised all kinds of ways to make New Students eligible to participate in traditional higher education. Remedial courses are designed to remove academic "deficiencies"; financial aid removes financial "deficiencies." However, if the answer to the question who should go to college? is to be an egalitarian response of "everyone," then educational systems will have to be designed to fit the learning needs of new students. In short, the gap between New Students and traditional higher education is large; it is to be narrowed by moving students and education toward each other.[31]

There have been some reactions to the movement of egalitarian education from traditional quarters, educators, institutions, and politicians as it can be noticed by the ideas expressed by U.S. Senator, Charles McC. Mathias in the meeting of The National Association of State Universities and Land-Grant Colleges: "To dispel this miasma of confusion, I suggest a return to tradition." he said, "I would state our goal for higher education today in traditional terms. . . Higher education's purpose is to produce truly educated men and women."[32]

The author links this gap to the idea of "Cultural Lag." Francis E. Merrill describes it thus:

> The elements in a society do not change at the same rate of speed or with the same intensity and completeness. Aeroplanes and television sets are obsolete in a matter of months. The structures of the major institutions change more slowly. The values are so deeply incorporated in the personality that their rate of change is often imperceptible. This disparity in the rate of change between the different elements is responsible for many, although by no means all, of the difficulties of modern man.[33]

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[31] Ibid., pp. 4-5

[32] Ibid., p. 3

[33] Francis E. Merrill, Society and Culture: An Introduction to Sociology (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965), p. 497.

Due to this, the explosive expansion of knowledge and technological revolution, the change is taking place at a rapid speed. In any case, it has increased the pressure for educational change, and other pressures have also been brought to bear on the nation's educational establishment.

Thus the author is convinced that change is taking place in higher educational institutions in response to the need made by the institutions of higher education for academic support services programs for students with marginal academic high school records. This is only a beginning. The major task is yet to be accomplished.

PART III

Programs to Provide Academic Support Services

Developing programs to provide academic support services is significant in the complex world of today. Every civilized society has concerned itself with the problems of identifying, developing, and utilizing its human resources. As early as the fourth century B.C., Plato emphasized the importance of assessing the talents of young people in order to guide them to occupations appropriate to their special attitudes and to societal needs. But different societies emphasize different aspects of human resources, depending on the cultural values, the degree of industrialization, the level of technological advancement, and even the political ideology.

In the United States, the efforts to identify talent and to provide opportunities for its development and utilization are based on a strong belief in the values and benefits of the democratic system, which assumes that every man has the right to as much education as he can assimilate in order to take the fullest advantage of his capabilities. Such an assumption implies first, the need for a diversified educational system, and second, the existence of techniques for identifying individual talents and capabilities.

The obligation becomes even more as the United States leads all countries of the world in technological and industrial advancement and thus has an increasing need for diversified and specialized talent, as opposed to unskilled labor. The United States is committed to a kind of educational environment which is needed for students with marginal high school academic records.

The author describes those programs which have been started in different parts of the country by institutions of higher education. These are the following:

1. The City University of New York (CUNY) in the summer of 1970 began to admit any student graduating from a New York City high school. This new policy ignored all previous criteria of admissions. The University also provides tutoring, counseling, remedial skills, reading, financial help, and personal counseling, etc. This has been 50% successful.

2. Various state college and university systems, including those in California and Oregon, have established quota limitations for admitting students under other than regular criteria. There are academic support programs to help students with marginal high school records.

3. The Southern Regional Education Board (SREB) in its report (1971) entitled The College and Cultural Diversity describes a number of special admissions policies designed to enroll students. They have an outreach program.

4. Lee Junior College (Bayton, Texas) through its program outreach; Gulf Coast Junior College (Panama City, Florida) through it college career sidewalk studio; and Central Piedmont Community College (Charlotte, North Carolina) through its career unlimited, use variations of the same approach. This includes individual contacts wherever such prospective students may be found, followed by group meetings in various convenient locations. Such meetings used to present programs with all information. Palm Beach Junior College (West Palm Beach, Florida) established starter courses and furnished black counselors to assist prospective students. Santa Fe Junior College (Gainsville, Florida) established a day care center for mothers in a dis-

advantaged area to free them to go to college.

5. St. Petersburg Junior College (St. Petersburg, Florida) utilizes a community services concept that has many of the same general features of the above programs. This program urges students and teachers to bring new ideas, talents and skills to the student community services center and "do their thing," which includes helping to recruit prospective students.

6. The University of Texas at Austin has a project which is called Project Information. This project utilizes student-faculty teams to inform high school counselors and teachers, prospective students and other Texas citizens, especially blacks and Mexican-Americans. The program includes financial aids, tutoring, advising, personal counseling, and ethnic affairs staff, and highly cohesive and supportive organizations of black and Mexican-American students.

7. Dutchess Community College of the State University of New York (Poughkeepsie, New York) has a Summer College Admissions Preparatory Program (SCAPP) and a Corollary College Adopter Program (CAP) during the academic year. Initiated in 1966, it is still considered experimental in nature and is limited to a relatively small number of students whose predicted chances for success in regular academic programs are poor. The University of Wisconsin-Whitewater also started a qualifying program like this in 1966. Students are admitted in the summer on the basis of open admissions. If they do well, they are allowed to stay in the fall semester.

Dutchess Community College after Summer provides continuing academic support of various kinds.

8. At Northern University (Boston, Massachusetts) a program for the disadvantaged began as a special summer institute that has been supple-

mented by an extended Freshmen Year Program. This is because the original program did not reduce to acceptable levels the attrition rate for such students.

9. In each of the five undergraduate liberal arts colleges of Rutgers University (New Brunswick, New Jersey) there is a Department of Academic Foundations (also known as Special Programs), which provides developmental and supportive services to a special segment of the student body. This includes special personnel and programs to assist with problems of minority and urban youth.

10. Ferris State College (Big Rapids, Michigan) has been known for decades as "the school of the second chance." It not only has accepted students who have failed elsewhere, but also has permitted students who have failed in one of its own programs to attempt another more suitable program, under certain circumstances.

11. Northern Arizona University (Flagstaff, Arizona) has established a Grade Deletion Policy designed to assist a student who has had academic difficulties to find a major more appropriate to his interests and abilities.

12. Students with marginal high school academic records, students from low socio-economic backgrounds, and minority students have a low image or self-concept. Their general behavior and work habits also are different. To enhance their image is necessary for their success and development of their work habits.

St. Petersburg Junior College has a Total Opportunity Program for Students (TOPS) which utilizes a format that appears to be traditionally academic, but which has a hidden agenda. It is a one year program clearly and openly designed so that any high school graduate who just got by can have a second chance, an opportunity that "TOPS" anything available to

young men and women.

13. Friends World College (Huntington, New York) emphasizes experimental learning which avoids the utilization of remedial classes or tutorial situations because they represent a psychological rut of poor achievement. The program develops an awareness among these students with marginal high school academic records. They are capable of performing tasks adequately but need additional academic tools to increase their efficiency.

14. A handbook published by Lafayette College (Eston, Pennsylvania) is entitled "Rapped in Black." Its stated purpose is to "inform prospective black freshmen about academic and social conditions at Lafayette." It describes the Association of Black Collegians, which is the black student organization, and lists the advances made by that organization. These include weekly rap sessions with white students, a program bringing younger blacks from the area to the college, Big Sister and Big Brother programs to help black freshmen, a Sickle Cell Anemia campaign, and a Black Arts Festival. All of these enhance their image and help them to succeed in their education.

15. A comprehensive program is relevant to meet the needs of students with marginal high school academic records. A comprehensive program includes consideration of all essential elements of a sound program for students with marginal high school records and combines them in a fashion that seems logical and sensible for the given college or university. There is a controversy whether or not these comprehensive programs should be separate from student development programs. Separate programs are emphasized by some educators to focus on the needs of minorities who have marginal high school academic records. Michigan State University (East Lansing, Michigan) is a nationally recognized leader in terms of expertise in student personnel work and student development. As might be expected, it has an exceedingly well-developed

system for providing student assistance to any student it accepts. Michigan State University also has a Developmental Program and Center for Supportive Services designed to provide special education services to disadvantaged minority students. This is for upgrading academic skills.

16. New Mexico State University (Las Cruces, New Mexico) has developed and integrated a comprehensive program designed to provide a multi-dimensional approach to the problems their ethnic students encounter. It involves many activities in support of the three basic groups who constitute the primary populations of the disadvantaged in New Mexico -- blacks, Chicanos, and American Indians. There are coordinators for the three groups. This program provides counseling, tutoring, ethnic studies, recruiting, financial aid, and assisting students in finding employment.

17. Oklahoma State University (Stillwater, Oklahoma) has developed a Special Services Program to help students who have been admitted, but who may not be able to obtain maximum benefits from their college experience because of marginal high school academic records or due to any other reason.

18. North Carolina University (Durham, North Carolina), a predominantly black university, utilizes a Freshman Seminar, a one-hour per week group session of 30 led by a counselor, in which a variety of topics, including values and attitudes, receive attention. Student Personnel Services also provide in-service training in human relations development each year, utilizing external specialists. The university has an Academic Skills Center to provide tutorial help and counseling.

19. Tuskegee Institute (Tuskegee, Alabama) has the following programs:

    a. Project Pride in a Special Services Program funded by the U.S. Department of Health, Education, and Welfare. This program provides counseling, tutoring and remedial work.

    b. A Summer Enrichment Program is designed primarily for high school graduates with marginal academic records. It is aimed

at assisting them in developing the intellectural abilities and perspectives necessary for successful and meaningful collegiate study.

c. An innovative nursing program called the Curriculum Modification and Enrichment Program is a five-year nursing degree program for marginal high school academic record or high-risk students. There is an arrangement for remedial skills.

20. There are some programs to facilitate personalization. The University of Minnesota (Minneapolis, Minnesota) has instituted a campus Assistance Center which deals with problems covering every aspect of "communiversity" life. It integrates such functions as crisis intervention, student advocate, change agent, catalyst, informational resources, and referral agency. Its responses to these problems are immediate, individualized and usually effective.

21. At Moraine Valley Community College in Illinois, 10 counselors work out of mini-offices near two student lounges for two to four hours per week to deal with walk-in counseling clients. Log-book records indicate that an average of three to four students are seen each hour.

22. A Satellite Counseling Center was established by the University of California at Santa Barbara in a neighborhood primarily populated by university students and known to contain many students whose life-styles and attitudes were characterized by alienation and sometimes aggressive hostility toward institutions viewed as representing the establishment.

23. The Division of Student Affairs at Colorado State University (Fort Collins, Colorado) has developed a model for a student paraprofessional program which has the following goals:

a. Extension of the work of the professional by freeing him for more appropriate tasks.

b. Provision of services offered to students by their peers.

c. Allowing for regular, representative input into the system by students.

24. The University of South Florida Counseling Center for Human Development (Tampa, Florida) has utilized a Peer Management Project in which the behavior of students in such areas as academic improvement, social contact, weight control, and class participation are being observed. The project has been very successful.

25. Stanford University has developed a multipurpose organization called The Bridge which originally functioned as a drop-in center for students with drug problems, but has been expanded to offer emergency and ongoing one-to-one counseling, encounter groups, and meditation space.

26. The University of Maryland (College Park, Maryland) has reorganized its Student Affairs Division to give major status to its new Office of Commuter Affairs. The office develops special programs to serve commuters and acts as liaison to make units of the physical plan available to commuter students for study, rest, and other "between class" functions for which the resident student uses his room or hall. Also at the University of Maryland, the counseling center has become partly a larger student development program, with the Director of the Counseling Center serving as the Director of Student Health and Development, as well as Professor of Education and Psychology.

27. At Herbert Lehman College (Bronx, New York) a "cluster counseling" arrangement is used in which each freshman student is advised by a staff member who is fundamentally a generalist, but who is also somewhat of a specialist in one or more areas (e.g., financial aids, study skills, etc.). Each cluster contains someone having special skills and knowledge in each of the more common areas in which such expertise might be necessary. Therefore, each counselor has ready access to consultants and is himself a consultant from time to time. Other supportive programs include tutoring, provisions for credit by examinations, and similar programs based on the

curriculum.

28. Many curricula now includes courses related to human development, life-style planning, and similar topics that focus in a very personal way upon the developmental needs of the students with marginal high school academic records. El Centro Community College (Dallas, Texas) has a Guided Studies Program for students who need to upgrade their educational development in the areas of composition, reading, mathematics, language usage, and human relationships. The program is intensive and individualized so that students are able to progress at their own rate of speed. This program utilizes peer-counselors. El Centro College also offers a cluster of four Human Development courses designed to facilitate intra- and interpersonal growth through activities. They attempt to help students seek answers to many important human questions.

29. In 1971, the Division of Student Personnel Services at Rochester Institute of Technology (Rochester, New York) was renamed the Division of Student Affairs and Compementary Education, with a simple administrator being both Vice President for Student Affairs and Dean of Compementary Education. Complementary education is a multi-dimensional concept. Its purpose is to stimulate, coordinate and experiment with efforts leading to the enrichment of certain dimensions of the students' educational experience at RIT. It attempts to: (a) achieve institutional goals, such as preparing students for the civic, aesthetic, personal, and social areas of life; helping the student understand the meaning and value of what he does as a reflective and sensitive human being; (b) meet educational and developmental needs and interest of students which are not currently being met; (c) define and emphasize the educational dimensions of non-curricular aspects of student life; (d) aid the technical and professional academic programs with supportive learning opportunities for students; (e) enhance

faculty and staff sensitivity to student needs and effectiveness in facilitating student development.

30. Santa Fe Community College (Gainsville, Florida) requires all students to take a course called "The Individual in a Changing Environment." This is a course in introspection, with the experience of the student serving as subject matter. The student examines his values, attitudes, beliefs, and abilities and has an opportunity to evaluate his relationships with others. In addition, he examines the social milieu as it relates to his development and, hopefully, broadens and deepens a developing philosophy of life.

31. Fulton-Montgomery Community College (Johnstown, New York) has a program of Human Development Instruction which is primarily the responsibility of the Division of Student Personnel, although many other educators participate. The counseling center staff has the major direct responsibility.

32. Kendall College (Evanston, Illinois) has developed a Human Potential Seminar Model which endeavors to change the climate surrounding students by exposing them to the attitudes that there might be something right with them, rather than just wrong with them. The purpose is to help each person discover what it is about himself that he likes, with the goals being self-determination, self-motivation, and an increase in self-confidence and regard for others. These are small group seminars.

33. Loretto Heights College (Denver, Colorado) has developed a Freshman core program as an option for 25 students each semester. The learning activity consists of core seminars, community involvement, creative work, tutorials, and wilderness experience.

34. Manhattanville College (Purchase, New York) has incorporated what it calls Preceptorial and Portfolio features into its academic program. These are aimed at recognizing the human importance and individuality of the

student as a person. Preceptorial is designed to serve as a fundamental course for entering freshmen as an introduction to the relatedness of various disciplines. It is intended to facilitate the student's awareness of the college and its resources, emphasize the development of academic skills and aid the student to evaluate his progress. The Portfolio feature requires that each student present a Portfolio to a Board of Academic Standards containing evidence of his achievement as a condition of being awarded a degree. This Portfolio would include all grades, evidence of strength beyond the introductory level in two or more areas of study, and other data indicating quality of his performance.

35. The University of Redlands (Redlands, California) has established, as an option, a Freshman Exploratory Studies Program covering the first year, satisfying all general education requirements and offering a broad view of academic possibilities as well as in-depth experiences from a variety of disciplines.

36. Pearson College of the University of Kansas (Lawrence, Kansas) has an Integrated Humanities Program which combines many of the humanities requirements of the College of Liberal Arts. The professors are oriented towards a traditional or perennial view of life and education. The readings which form the basic content of the two-year program are almost entirely pre-modern, beginning with the Greeks, and continuing through Shakespeare, Voltaire, Freud and Marx.

37. Davis and Elkins College (Elkins, West Virginia) has developed an Alternative Future Program having three basic options regarding curricular design:

a. Diversified Program, in which the work for the general education requirement constitutes about half of the program and is spreading among several academic areas.

b. Integrated Programs, which is less predesigned and in which the general education requirement is met with courses designed to gather the insights of several fields around a single theme.

About one-third of the courses are in required areas. Classroom studies are combined with fieldwork in this country and abroad.

c. Contract Program, which includes an area of concentration and special competence, and a broad, liberal learning experience.

38. The University of Minnesota has a number of curricular options designed to provide flexibility and opportunity in unusual ways. The University College is composed entirely of a variety of non-traditional programs. Its long-established Inter-college program requires each student to design and initiate a program of course work from more than one college, which becomes a contract when approved. Since all courses are drawn from other colleges, University College has no separate faculty and no fixed curriculum. The University College offers an inter-college independent study program in which the student can accrue a maximum of 15 credits.

It provides an experimental college program for students who wish to create their own program and participate in the governance of their own college. In this program, students participate in small seminars and may engage in directed study, classes in the Experimental College or elsewhere, or pursue other forms of learning as contracted for in this basic seminar.

The University College is also the administrative agency responsible for the University Without Walls (UWW) unit on the University of Minnesota campus. UWW abandons the notion that education must occur in a campus-defined atmosphere and provides education for students at work, at home, or wherever they may be.

The Living-Learning Center, another unit of University College, has as one of its primary goals more educational involvement between university people and the community. The Center focuses on educational opportunities and in-service/learning projects outside the classroom.

At its Duluth unit, the University College provides an opportunity for students to participate in a unique human services delivery unit through the students' college. Examples are the Human Resources Bank, a personal

challenging service; and the free University, an adult education program for the community, largely student taught.

In the College of Liberal Arts of the University of Minnesota, several unusual programs also exist, including the Bachelor of Elected Studies Program, which gives students wide latitude to prescribe their own program. There is no major requirement, and up to one-sixth of the credits may be drawn from courses not normally credited toward a College of Liberal Arts degree.

39. The University of Northern Colorado (Greeley, Colorado) has a new school, the School of Educational Change Development, dedicated solely to innovation and change. Educational programs may or may not culminate in a degree, although all degrees available in other colleges of the university are also given in this school.

40. The United States International University (San Diego, California) has developed the concept of the Middle College which is based on the generally accepted view that young people today mature earlier and are better informed than a generation ago. It recognizes the duplication between what is offered in the last two years of high school and the first two years of college. Therefore, the Middle College is designed for students 16 to 20 years of age who have completed the 10th grade. The focus is on liberal education with the assumption that specialization will come later.

41. The UW-System (The University of Wisconsin System) and institutions continue to place high priority on academic support services programs for students with marginal high school academic records. Almost every campus has academic support services programs. The University of Wisconsin-Whitewater has an academic support services program. The objectives of the program may be summarized as follows:

1. The screening and identification of the potential academic dropout.

2. Academic counseling, scheduling and tutoring of all students specially recruited for the program.
3. Tutorial assistance with special emphasis on reading, writing and study techniques for scholarly development.
4. Personalized evaluation of academic progress in order to help the students identify their own interests, abilities and limitations.
5. Sensitizing department chairmen and instructors to the total operation and philosophy of the program.
6. Re-directing and advising the re-entering students.
7. Special Summer Orientation Program for Minority and Educationally Disadvantaged Students.
8. Personal and drug counseling.
9. Recruitment. [34]

There are some programs which attempt to focus in a comprehensive fashion on fostering a community concept for all aspects of the institution. These programs can function only when there is an institutional support, faculty support, and favorable attitude of the student body toward these programs.

Davis, Burkheimer and Borders-Patterson[35] note that a successful program must have full institutional commitment from students, faculty and administration. Successful programs adapt the university environment to the individual, and the individual to the university environment. Successful programs are activist and accurately reflect the makeup of students served.

In my judgment, there is also the need for constant evaluation and a critical mass of student body.

[34] The University of Wisconsin-Whitewater, Proposal For Academic Support Services and Student Services Project, 1974 p. 2.

[35] Ibid., pp. 2-47, 2-48.

PART IV

Evaluation of Academic Support Services Programs

Effective evaluation of academic support services programs is a dynamic, vital foundation for improvement, and is one of the crucial phases of programs. From the evaluation, changes in practice can be instituted or continuation of existing practices can go on with some assurance that academic support services programs of acceptable effectiveness exist.

The process of evaluation is helpful in stimulating a professional conversation among the faculty of the programs. Evaluation comprises every aspect of the programs. It is a continuous and on-going process. Evaluation can be undertaken by the student body, by faculty, by funding agencies, and by educational consulting agencies. In attempting to evaluate any program, two factors among others should be borne in mind. These are program components and program objectives. Program components and objectives are as follows:

1. Tutorial Assistance - The Tutorial Program is a comprehensive remedial and tutorial program for those students who need additional assistance in order to survive academically.

   Objectives:

   1. To reduce the attrition rate of students with marginal high school academic records.
   2. To assist these students in developing confidence in themselves.
   3. To provide these students with some of the tools they need in order for them to compete effectively in the mainstream of society.

2. Academic and Special Counseling - The aim of academic counseling is to provide basic information considered vital to the survival

of incoming freshmen -- particularly having regard to the fact that experience has shown that such basic information is not provided to these students in the high schools. The main ingredients of the counseling program are as follows: (a) orientation to college, (b) basic studies information, (c) registration procedures, (d) academic regulations, (e) financial aid counseling, (f) personalized academic evaluation, and (g) drug counseling.

Objectives:

1. To reduce the academic problems that often confront these freshmen and sophomores with regard to the category of courses they take.

2. To reduce frustration and the attrition rate among these freshmen and sophomores.

3. To give these students reasonably smooth going in their college careers.

3. Career Counseling - Career counseling is based on information regarding the condition of the job market and what type of major would be expedient to undertake at any given point in time. For example, at this point in time business and economics are areas of demand and students are encouraged to take majors in, for example, business management, business education, finance, marketing, accounting, data processing, etc.

Objectives:

1. To provide these students with the information and data they need to make a wise career choice.

2. To suggest course offerings and guidance which will enable them to attain their career goals.

4. Summer Orientation - Summer Orientation is regarded as indispensable to the smooth start of these students. The main purpose is to provide minority students with information and assistance considered vital. Main ingredients of the summer orientation program are academic counseling, pre-registration and campus orientation.

Objectives:

1. To reduce the hazards experienced by high-risk students upon entering institutions of higher learning.

2. To reduce the chances of failure among these students during the freshman year.

3. To reduce the attrition rate among these students.

5. The Reading and Study Skills Laboratory - Reading instruction is of major importance for all students, but especially for the student who has had language deficits; i.e., high-risk groups. Many drop-outs and undereducated students are deprived of their potential due to poor study/reading ability, rather than the oft-held notion that they are not capable of achieving academic sophistication. With the emphasis now focused upon reading and study skills, there is a wave of optimism for such groups to attend and graduate from college.

   Objectives:

   1. To assist the efforts of these students to gain academic success by furnishing the skills of reading and studying.

   2. To establish the vehicle to which reading and study skills are easily and advantageously aligned.

6. The Writing Laboratory - This laboratory is specifically geared to the needs of those students of the university who need help of any kind in writing. These students have special problems in answering essay questions on examinations and they also have what can be described as mental blocks when it comes to expressing themselves fluently. Because of the wide range of problems, the Writing Laboratory has since its inception adopted a comprehensive and experimental approach to writing instruction, involving a wide range of methods and instructional materials.

   Objectives:

   1. To aid students in improving their writing ability and thus improving their grades in classroom writing assignments.

   2. To aid the students in developing a sense of strength as a writer and to see real progress in this direction.

   3. To establish the vehicle by which students can accomplish the purposes and objectives of their writing assignments in those courses in which writing plays an important part and thus help them to obtain a college degree.

7. Student Recruiting and Selection - Student recruitment and selection is necessary in order to inform these students of the availability of relevant programs in institutions of higher education.

   Objectives:

   1. To increase the understanding of these students regarding admission requirements, and to provide additional information to these educationally disadvantaged students regarding the availability of financial aids and other supportive services.

2. To improve the prospects of students with marginal high school academic records gaining admission to the university.

3. To improve public relations between the university and the community.

Davis, Burkheimer, and Borders-Patterson suggest that by evaluating programs, one should also try to gauge the effectiveness of some of the following components:

> Institutional commitment to the program.
> Financial aids. (Are some forms more beneficial than others?)
> Special housing. (Should separatist facilities be set up?)
> Intensive orientation. (Should students be made aware of their academic deficiencies?)
> Special courses and small group instruction.
> Tutorial assistance.
> Personal counseling.
> Help in managing financial resources.
> Remedial courses: credit or non-credit?
> Extent of student support for the special program.[36]

The survey by Davis, Burkheimer, and Borders-Patterson represents the evaluation of 122 college programs which are designed to help students with marginal high school academic records. The examination of some components by Davis, Burkheimer, and Borders-Patterson[37] is as follows:

1. The College Experience

The black students expressed in their interviews satisfaction with college life experience. The primary purpose of a college education is employment for them.

2. Attitude Toward Administration, Faculty and Students

On the whole, black students expressed a negative attitude toward college and university administrators. They had a somewhat more positive opinion about faculty and varied considerably in their attitudes toward the general student body.

Whatever the type of institution they attended, the administration was considered far removed from the normal daily life of black or any other

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[36] Ibid., pp. 2-47, 2-48.

[37] Ibid. p. 55

students, and were typically characterized as non-responsive and unconcerned about students' needs and problems. However, students in predominantly white institutions frequently felt that the administration was prejudiced toward black and minority students. They said that their only interest in minorities stemmed from federal monies that the institution could not otherwise receive.

While some students considered the teachers competent and helpful, an almost equal number considered them incompetent. Students were mostly critical of professors for not spending more time with students, and for "too traditional" teaching methods.

Students on black campuses also frequently praised their faculty for their willingness to help and for their genuine interest in the students' well-being. In this situation, the main problem was considered to be a dire need for more young, first-rate black professors, more courses, and more majors. It was noted that in the past the college curricula were sufficient for turning out blacks for the limited opportunities open to them in society. In recent times, however, more opportunities have begun to open up and the respondents felt that colleges are extremely limited in their offerings toward preparing students in these fields. The attitudes of black students toward the student population varied from a feeling of congeniality to one of little or no contact, again depending upon the type of institution they were attending. At black colleges there was a general expression of togetherness.

3. The Quality of Education

The majority of students considered academic programs and the quality of education to be good; a few thought it excellent. In spite of some of the problems mentioned earlier, more than half of the blacks felt that they were as well prepared for college as other students. Another 25%

felt that they had "the necessary college potential," and the assistance they received had helped them enormously in their college experience. Some of these students pointed out that personal problems such as finances have been their only serious obstacle thus far.

Still another small number felt that they needed tutors and special classes in order to have any success in college. They were somewhat hostile and critical because they had been unable to get the needed assistance.

In looking at college grades in relation to attitudes about the institution, about 85 percent of the black students on white campuses remarked that it was not academic content per se that adversely affected their grades and performances. The problems cited were a combination of one or more of the following factors:

(a) The obvious absence of a significant number of black professors, counselors, and administrators with whom they could relate or discuss personal and academic problems.

(b) The absence of advisors or counselors with time and interest to advise students on matters other than course selection and scheduling. (Advisors are typically seen as perfunctory, and concerned only with requirements and procedures.)

(c) The irrelevancy and dishonesty of the curriculum in dealing with problems and issues in the world.

(d) The apparent "systematic discouragement" blacks get when they wish to pursue a career in science or other "hard core" areas. The students seemed to view this discouragement as a function of two primary factors: inadequacies or deficiencies in their high school education, and insufficient interest and ability of most white professors to take the time to help them overcome these deficiencies.

4. Social Life

Too many activities required that students pay or have money in order to participate. Some students argued that this practice is not dis-

criminatory, but also that it is steadily increasing on the college campuses. Many students expressed their dissatisfaction with social life, indicating that it had seriously influenced their attitudes about the entire college and had a negative effect on their grades and motivation.

Davis, Burkheimer, and Borders-Patterson note that:

> Some programs suffer because of lack of support or loss of interest by key administrators. At some of the institutions the administrators were generally not well-informed about the Special Services Program or appeared to be out of touch with the problems and concerns of disadvantaged students. This was more likely to be true where the Project Director was ineffective or lacked good communications with the administration and where programs for disadvantaged students were not in the mainstream.
>
> In some instances where administrators are most supportive, that support can cause problems with other segments of the campus. The administration needs the skill to be supportive to the Special Services Program's efforts without vitiating other institutional objectives.[38]

Davis, Burkheimer, and Borders-Patterson further note that:

> It is clear from the site visitor's report that institutional commitment, meaning a central, pervasive, and positive concern for disadvantaged students and their success by the administration and faculty, varies considerably among the colleges. No particular group of institutions can be labled as being uncommited -- at some public institutions and some private institutions, some large and some small, a lack of commitment was noted. As a tendency, however, more commitment was found in the less selective, open-door, and traditionally black colleges, with less found at the more selective, historically white institutions. A strong generalization on this point would be inappropriate, however, as there are notable exceptions to all of the statements.
>
> On the whole, students and administrators are more supportive of Special Services than are faculty members.
>
> At some colleges, programs for disadvantaged students are fully integrated into the mainstream of the institution's educational programs and the most successful programs are to be found in such situations. Where the students in Special Programs are set apart, the programs and students often suffer.
>
> Many of the site visitors felt that there was a clear need for continuing and enlarged monitoring by the U.S. Office of Education. Qualities of programs and program staff vary, as do continued institutional receptivity and support. Program directors, except in the few instances where they were drawn from the existing faculty or administrative

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[38] Ibid., pp. 6-8, 7-8.

> mainstream, appeared to need and welcome advice and support. The site visitors also frequently reported a need for continuing internal and external research and evaluation exceeding to a great extent that which is now being accomplished.[39]

This concurs with the valuable research on evaluation of the programs as mentioned above. The involvement of the author in Academic Support Services Programs justifies the observations.

Astin, Astin, Bisconti, and Frankel note that:

> Recruitment of program staff remains a constant problem for most of the institutions due to turnover, although only three directors indicated that they felt the rate of turnover was unusually high. Political infighting at some schools has intensified the problem. For example, one program lost much of its original personnel because of demands by a militant faction among the program staff that "blacker" blacks be used, although the students themselves supported the original staff. In other programs, militant demands led to the removal of the program director, a popular white educator.[40]

The author agrees with the problem of the staffing in the programs. There are many reasons for it. First, it is due to job insecurity and the temporary nature of the fundings. Second, it is caused by the low image of the staff as characterized by the chairpersons of the different academic departments in the institutions. The problem varies from institution to institution, of course, so this judgment is not applicable to all institutions.

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[39] Ibid., pp. 8-22, 8-24.

[40] Helen S. Astin, Alexander W. Astin, Ann S. Bisconti, and Hyman H. Frankel, Higher Education and The Disadvantaged Student, (Human Service Press, Washington, D.C., 1972), pp. 73-74.

PART V

Conclusions and Recommendations

Educational opportunity for all is not a new goal in American education. The principle of equal rights for all people is deeply rooted in the nation's history. With this spirit, social change has brought new developments in education. The movement in American education today is universal education. The open-door admissions policy is one step in this direction. Many institutions of higher education have responded to this need, but some have not.

Because of this policy, admission doors have been opened for students with marginal high school academic records. Increasing numbers of such students have been admitted to institutions of higher education. Their success in the institutions of higher education has been low. These students have not adjusted to the institutions of higher education due to their academic deficiencies, low self-concept image of themselves, financial difficulties, lack of suitable curricula to their needs, and the absence of academic support services programs in many institutions.

There is a dire necessity for opportunities in higher education for students with marginal high school academic records. These students are a diverse group, with many different ethnic backgrounds and a diverse curriculum is, therefore, needed. It is for these reasons, emerging academic support services programs should be well established and expanded in all institutions of higher education. Such programs will help students with marginal high school academic records in many ways:

1. Students will not drop out.
2. Students can find employment after finishing their education.
3. Education of these students is a good investment in the development of the national economy.

4. Education will upgrade their socio-economic mobility in the society, and it will make them productive citizens of society.

5. Academic support services programs will help to maintain the quality of education by removing the academic deficiencies of students.

The success of academic support services programs varies from institution to institution contingent upon the institutional commitment. In addition, the active support of the student body, the community, and the faculty is necessary.

It is very significant that academic support services programs should be relevant to the needs of students with marginal high school academic records. These should not be designed on the traditional mold of institutions. Modes and methods of instruction should be matched with students' learning styles to make them successful in their academic pursuit.

Institutions of higher education, nonetheless, are the last hope for society and change. The molding of minds is indeed an important task. Institutions of higher education have a clear responsibility to the people and the community. They need to adapt flexible programs, innovative ones, and experimentations. These should create new programs, departments, and degrees, reflective of the changing times. Relevant education does not refer only to education to today, but for tomorrow as well.

The author suggests these recommendations which are significant for good academic support services programs.

RECOMMENDATIONS

The Program Director

1. The Program Director should be able to command the attention and respect of other faculty and staff of the institution, and should be able to manage his budget. The Program Director should be flexible, innovative,

a dynamic person, and an expert in human relations.

2. The Program Director should have specialized training in the area of program development, coordination, and evaluation.

3. The Program Director should have the support of the students as a leader. He should be sensitive to the needs of students in terms of program planning.

4. Administrative acceptance and support and the ability of the Program Director to establish himself in the campus political and power system, appears basic. Successful accommodation and institutionalization of the students with marginal academic high school records involves regular faculty, staff, curriculum, as well as special efforts or support services.

Institutional Commitment

5. The support of the administration, the student body, the faculty, and the staff is necessary. Without such support, no program can be successful. This commitment can be expressed through effective policy making for programs, economic support, and good publicity for the program.

6. Budget should be controlled by the Program Director.

7. Dr. James Coleman (Professor of Sociology, University of Chicago) emphasized the importance of this commitment, and equally emphasized the need for the involvement of the staff in the programs in his speech on November 9, 1976, at the Second Annual Conference of MAEOPP (Mid-America Association of Educational Opportunity Program Personnel) which this author attended. The commitment of program staff members is as important as that of the administration, Dr. Coleman pointed out, because they need a deep involvement and sensitivity to the needs of students in the program.

Institutional Commitment and Administrative Support Should Be Strengthened And Enlarged By Following These Policy Directives:

8. Diversity of curriculum.

9. Academic support services programs are emerging programs. These need to be institutionalized as an administrative unit and to be recognized as a separate department.

10. To develop an ideal image of these programs.

11. To develop a good management system for effective programs and then good planning.

12. To do lobbying in the district by soliciting the support of the state legislators.

13. To develop a good system of reporting and documentation.

14. To play a model role as educational practitioner for these programs and use all resources to meet the goals of the programs.

15. To develop a body of knowledge in the area of academic support services programs by data collection, by research, and by the publication of literature. It will help to increase the efficient delivery of services.

16. The impact of this will be a change in the attitude of the bureaucracy of higher education and in the budget planning.

17. There should be no comparison of regular students and students with marginal high school academic records, while evaluating the program. With the evaluation of programs, there should also be an evaluation of the administrative support and its attitude towards programs.

18. Good rapport is necessary with federal and state funding agencies. Proposals for funding should show tangible evidence of commitment by the institution -- both from its faculty and from its administration, and in its practices -- to the education of students with marginal high school academic records.

<u>Attention Must Be Given to The Professional Development of Faculty Members</u>

19. It will improve the motivation and capability of faculty members

to serve students with marginal high school academic records. It will also help regular faculty members in their efforts to become better able to teach students with marginal high school academic records.

Academic Support Services Programs Have Been Developed On Many Campuses Along Traditional Lines

20. Academic support services programs developed along traditional lines are neither creative nor innovative, but are merely variations of pre-existing practices. These programs should be designed to meet the needs of students with marginal high school academic records.

21. A considerable conflict, tension, ar hostility between and among minority students and staff should be settled by the administration from the outset.

22. Staff members of academic support services programs should be provided pay, rank and other benefits equal to those of other regular faculty on the campus.

23. Academic supportive services programs are needed in upper division work as well as in lower division work. This need applies to transfer students at the upper division level from junior and community colleges as well as from other four year colleges.

Reward for Students

24. Institutions serving the students with marginal high school academic records should be concerned about the effectiveness of and the reward system for remedial academic work. Students should be given credits for this work and for tutoring assistance in Biology, Chemistry, Physics and Mathematics.

25. To use experienced, skilled staff consisting of a generous proportion of members of ethnic groups represented in the student population to be served.

26. To carefully select student participants according to established program guidelines, communicate these guidelines, and insist upon student adherence to program requirements.

27. To tailor programs to meet needs of students and set specific program objectives and goals.

28. To minitor programs, and the training of USOE professional staff who conduct this monitoring, should be given highest priority.

29. To draw lines for administrative structure, or institutional lines of authority, should be clearly specified to assure more than casual response to needs and problems that may develop.

30. A solid counseling program is necessary along with a peer counseling program.

31. Institutions considering admission of students with marginal high school academic records with academic support services programs should make careful study to ensure that institutional objectives are compatible, commitment is honest, recent experience with students of marginal high school academic records has been sustaining, if not trouble-free, and that a potential program director who evidences clear commitment to students, crediability and rapport with faculty, and sufficient fiscal responsibility, administrative skill, and judgment, is available.

The new era of access to universal higher education has set the stage for commitment to the belief that higher education is for anyone who wants to attain it. If and when this task is accomplished (words of Horace Mann) that "education is the great equalizer" will be true.

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